Adult Learning and Education for Sustainable Development: UNESCO Perspectives and Frameworks

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SDG 4 “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”
GOAL 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

TARGET 4.3
By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

TARGET 4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

TARGET 4.5
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

TARGET 4.6
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

TARGET 4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

TARGET 4.a
Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

TARGET 4.b
By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

TARGET 4.c
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
55 million adults in European countries remain unable to deal with longer or more complex texts
(Source: PIAAC, 2013)
About Third Global Report on Adult Learning and Education (GRALE III)

- Investigates the impact of Adult Learning and Education (ALE) on health and well-being, employment and labour market, and social, civic and community life.
- Guides policy makers and practitioners.
- Shares lessons learned since GRALE I (2009) and GRALE II (2013).
Key facts about the survey

- Conducted in 2015
- 75 questions
- Covers 5 action areas of the Belém Framework
- 139 countries responded (71% of UNESCO Members)
- Developed in partnership with UIS, GEM Report, WHO, ILO & OECD
Participation in monitoring survey in European countries

33 European countries (87%) submitted GRALE III monitoring survey

European countries in GRALE III survey (N=38)
- 28 EU countries
- 7 EU candidate countries
- Norway, Monaco, and Switzerland

Source: GRALE III Monitoring Survey
Strengthening political commitment

74% of European countries have made significant progress since 2009.

74% of European countries have a policy framework to recognise, validate and accredit informal and non-formal learning.

European countries

<table>
<thead>
<tr>
<th>No</th>
<th>Yes, since 2009</th>
<th>Yes, before 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>35%</td>
<td>26%</td>
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World

<table>
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<tr>
<th>No</th>
<th>Yes, since 2009</th>
<th>Yes, before 2009</th>
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<tbody>
<tr>
<td>41%</td>
<td>30%</td>
<td>29%</td>
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Making governance more effective

84% of European countries have consulted stakeholders since 2009.

68% of countries tailor ALE programmes to learners' needs by consulting stakeholders and the civil society.

Source: GRALE III monitoring survey, Question 3.2: since 2009, has the government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?
Making governance more effective

• 87% of countries in Europe report that interministerial coordination has become stronger since 2009

• Only three countries (15%) say that poor collaboration prevents ALE from having greater impacts on health & wellbeing

However:
• 27% of European countries have an interdepartmental coordinating body to promote ALE for health.

Source: GRALE III monitoring survey, Question 7.23: For your country, indicate how important poor collaboration are as factors influencing the effectiveness of ALE for health and well-being:
Ensuring adequate financing

48% of European countries plan to increase public spending on ALE.

57% of countries and 90% of low-income countries plan to increase public spending on ALE.

Source: GRALE III monitoring survey, Question 4.3: Does the government plan to increase or decrease spending on ALE?
Ensuring adequate financing
Development of public spending on ALE as a proportion of public spending on education between 2009 and 2014

<table>
<thead>
<tr>
<th>Total number of countries</th>
<th>Increased</th>
<th>Stayed and same</th>
<th>Decreased</th>
<th>Do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>World</td>
<td>129</td>
<td>46%</td>
<td>33%</td>
<td>13%</td>
</tr>
<tr>
<td>European countries</td>
<td>28</td>
<td>39%</td>
<td>29%</td>
<td>11%</td>
</tr>
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</table>

Source: GRALE III monitoring survey, Question 4.2; Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has ...increased/stayed about the same/decreased/Do not Know

11 European countries increased the public spending on ALE between 2009-2014
3 European countries decreased public spending on ALE between 2009-2014
8 European countries did not change spending on ALE between 2009-2014
Ensuring adequate financing
Proportion of education budget spent on ALE

Source: GRALE III monitoring survey, Question 4.1; What percentage of public education spending currently goes to ALE?

39% of European countries spend more than 4% of their public education budgets on ALE.
60% of countries report increased participation in ALE.

Source: GRALE III monitoring survey, Question 5.1: Since 2009 and for the adult population overall, the participation rate(%) in ALE has...increased/stayed about the same/decreased/Do not Know
Broadening access and participation

63% of European countries say that women participate more than men.

Too many Europeans remain excluded from ALE.
- 61% of European countries provided no estimates on participation of minority groups
- 64% did not report on adults with disabilities
- 54% did not report on adults in rural and remote areas

(Source: GRALE III monitoring survey, Question 5.2)
Improving the quality of ALE

81% of countries provide pre-service and in-service training for adult educators and facilitators.

77% of European countries provide pre-service and in-service training for ALE educators and facilitators.

Source: GRALE III monitoring survey, Question 6.2; Are there initial, pre-service education and training programmes for ALE teachers/facilitator in your country?
Improving the quality of ALE

Most European countries gather administrative information:
- 58% have info on completion rates
- 67% have info about certification

Too much emphasis on employment in Europe
- 42% track employment outcomes
- 9% track social outcomes (e.g. health)

Source: GRALE III monitoring survey, Question 6.1: Does your country systematically collect information about the following ALE outcomes?
ALE benefits individuals, employers & societies

**Health & Well-being**
- Healthy behaviours & attitudes
- Longer life expectancy
- A reduction in lifestyle diseases
- Lower costs for acute healthcare

**Labour Market & Employment**
- Skills & employability
- Higher wages
- Job satisfaction & commitment
- Greater productivity & entrepreneurship
- Tax revenues

**Social, Civic & Community Life**
- Literacy & numeracy
- Life skills such as resilience & self-confidence
- Tolerance of diversity
- Attention to the environment
- Social cohesion
- Political participation
36% of countries agree that ALE substantially contributes to personal health & wellbeing

42% of countries agree that ALE contributes "a great deal" on employability and labour markets

46% of countries acknowledge lots of benefits of ALE for the society and community area

17% of countries in Europe states agree that ALE substantially contributes to personal health & wellbeing

Almost 44% of countries in Europe agree that ALE contributes “a great deal” on employability and labour markets

19% of the European countries share this view.
The UNESCO Recommendation on Adult Learning and Education 2015 (RALE)

Adult learning and education is a core component of lifelong learning. It comprises all forms of education that aim to ensure that all adults participate in their societies and the world of work.

RALE §1

- Defines ALE
- Spells out 6 ALE objectives
- Identifies 3 fields of learning
- Covers 5 areas of action
- Adopted at 2015 UNESCO General Conference
- Provides guidance for policy makers & practitioners
GRALE is a monitoring tool, much like a pair of glasses, with which we can look at the international scene of ALE through two lenses.

**Recommendation on ALE (RALE)**

- Policy and decision-making framework

**Belém Framework for Action (BFA)**

- Five areas of action
A new 2030 vision for lifelong learning

“Lifelong learning opportunities for all”

“All youth and adults, especially girls and women, achieve relevant and recognized functional literacy levels and acquire life skills, and that they are provided with adult learning, education and training opportunities”

2015 Incheon Declaration

The 2030 Agenda for Sustainable Development:

- explicitly identifies adults as learners
- addresses ALE in specific targets
- reflects priorities identified in the UNESCO Recommendation on ALE
- recognises the formal, informal and non-formal forms of ALE
Five policy implications of the 2030 Agenda

1. To fulfil the right to education, governments need to **provide adults with information and effective access** to high-quality learning opportunities.

2. To ensure true lifelong learning, governments need to **balance education spending along the lifecourse**.

3. **Recognise the holistic nature of sustainable development**, governments need to **promote cross-sectoral coordination and budgeting**.

4. **Stronger partnerships** are required among all stakeholders.

5. ALE needs to be part of the **data revolution**.
In Belém Framework for Action, countries commit to strengthen ALE in 5 key areas:
- policy
- governance
- funding
- participation
- quality

Regional and national action on ALE
Countries adopt national & regional strategies for Belem Framework
Regional CONFINTEA follow-up events are held across countries

UNESCO Recommendation on ALE (RALE)
UNESCO Members adopt new guiding principles for ALE.
ALE is recognized as a core element of the Education 2030 Agenda

Mid-Term Review
takes stock of ALE achievements & challenges and sets directions towards 2021

Global Reports on Adult Learning and Education monitor progress and recommend ways forward

CONFINTEA Process
Inter-sectoral Approach to ALE
Regional follow-up meetings and regional reports
Take stock of progress concerning implementation of the Belém Framework for Action and initiate a policy dialogue on Adult Learning and Education (ALE) in the context of the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action.
Main topic of discussions

1. policy
2. governance
3. financing
4. participation, inclusion, equity
5. quality

Cross-cutting issues:
- Inter-sectoral Approach to ALE
- Relevance of ICT for all five areas of action
- Best practices in the ALE
- The relationship between SDG4 and the other goals

international cooperation

Outcome Document
Thank you!

http://uil.unesco.org/grale

for GRALE III analysis, survey responses, case examples and data.